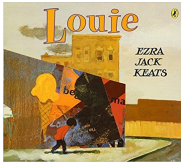
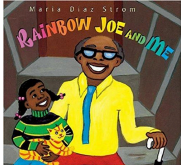
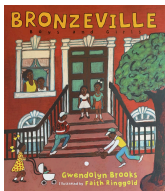
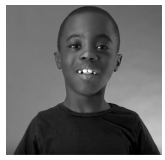
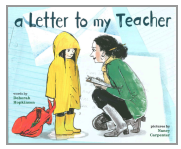



## Unit 1: How We Learn in Our School Communities

## WEEK 3 At a Glance

Weekly Question: How do we make sure that each member of our community can do their best learning?	
<b>Texts</b>    	<b>Vocabulary and Language</b> Days 1 & 2: Introduce Weekly Words: <i>collaborate, compassion, imagination, judge, respect, support, sympathetic, understanding</i> Day 3: Shades of Meaning: Adjectives Day 4: Shades of Meaning: Adjectives Day 5: Making and Using New Words
	<b>Text Talk</b> Day 1: <i>Louie</i> , Read 1 Day 2: <i>Louie</i> , Read 2 Day 3: <i>Rainbow Joe and Me</i> Day 4: “Narcissa” (poem, from <i>Bronzeville</i> ) Day 5: “Dear Teacher” (video)
	<b>Stations</b> Guided Independent Reading
	Listening & Speaking: Listen & Respond ( <i>Rainbow Joe and Me</i> ) Science Literacy: Solid objects guessing game Vocabulary: Choose 3!, Think About It Word Work: select from activities Writing: follows from Text Talk Week 3, Day 3
<b>Mentor texts</b>  	<b>Science and Engineering</b> Lesson 1: Matter and Its Interactions: Exploring Properties of Solid Materials Lesson 2: Quadrat Study 1
	<b>Studios</b> New materials and processes are added to Art, Research, and Writing and Storytelling. Children learn and practice a routine for considering and furthering their own and each other’s work.
<b>Writing: Personal Recount</b> Day 1: Deconstruction: Phrases of Time Day 2: Deconstruction: Development of Events Day 3: Joint and Individual Construction: Revise Sequence of Events Day 4: Deconstruction, Joint and Individual Construction: Conclusion Day 5: Individual Construction	

At a Glance U1 W3